



实用 新颖 面广

实用英语口语译教程

中华人民共和国第九届全国人民代表大会第五次会议



本书在修订出版前就已热销全国，不仅受到外事、外交、旅游、经贸等部门使用者的青睐，而且也得到许多高校英语教师和学生以及广大英语爱好者的好评。

主 编 冯建忠
审 校 陆树明

 译林出版社

A Practical Course in Interpretation

实用英语口语 教程

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序

冯建忠教授的近作《实用英语口语教程》即将出版。这是凝聚他多年心血的一部力作。这洋洋百万言记录了他多年在口译教学方面的探索历程,也表现了他不断进取的精神。作为一名年轻的学者取得如此骄人的成绩是令人敬佩的。

目前国内翻译研究十分活跃,如我在拙著《跨越文化障碍——巴比塔的重建》一书中所指出的,在短短二十年时间已走过了几个阶段,从传统语文学模式阶段,发展为结构主义语言学研究模式,到九十年代中后期又进入了解构主义研究阶段。目前我又开始从事建构性研究。但我所说的都是在笔译领域发生的事,在口译领域中,我国的理论研究尚未真正展开,即使是在实践方面,如教材建设,也与形势很不适应,可以说是滞后的。我国的改革开放日益深入,尤其是加入WTO之后,口译工作更显重要,口译员的数量和质量都亟待提高。在这种形势下,教材建设成了一个关键性的问题。冯建忠教授多年在部队院校从事口译教学工作,取得了丰富的教学经验,也积累了大量的素材。在教学之中,他深感口译教材乏匮之苦,也深知教材建设之重要。所以,几年前他就决心写一部于教师和学生均有用的口译教程。他注意在平时收集积累素材,努力探讨口译理论和教学方法,积极构建教材的思路和框架,经过数年努力,终于使这部教程付梓。

当他捧着半尺多厚的书稿来找我写序时,我的确犹豫再三,因为我既非名人,不能为这部煌煌巨著添色增辉,于口译方面又是外行,深恐言不及意,不得要领。但感念他一片真诚,便应允下来,毕竟我还比他虚长旬余。

披阅书稿,感慨良多,对这部教材结构之完整、内容之全面、材料之翔实、方法之得当由衷感佩,这无疑为我提供了一个绝好的学习机会。

这部教材结构合理,系统性强。一部著作的肌理结构是作者理性思维的外现形式,它反映着作者对这一知识系统是否有深邃的洞见与全面的把握。冯建忠教授的这部作品,打开目录便可以看出其清晰的眉目及合理的布局。他从口译实践的最基础一步谈起,然后渐渐展开,分述各个专题。口译实践训练的第一步就是学会做笔记,以增强工作记忆。当然,冯建忠教授的教材并非让人花时间去学习速记这一专门技术,而是给人们提示笔记的语言、内容、格式与符号等方面的要点。这对增强译者的工作记忆、使译者迅速调整思路并考虑应对策略以及选用最适当词语句式具有很大的帮助。在以后的各单元中,内政外交、经济文化、教育卫生、科技国防、文艺体育、民族宗教、旅游环保等内容无所不包,覆盖面极广。作者在每一单元中均安排了背景材料、讨论题、词语表达法、口译练习、功能技巧或实用知识,并附有练习参考译文,可谓计划周密,具有很强的系统性。

该教材的另一重要特点是政策性强,有鲜明的时代感。口译教材与笔译教材有很大不同,笔译内容与文学作品关系至为密切,因为文学作品在翻译中要讨论的问题多,所需理论也复杂,但对内容并无时代性要求,二十世纪的现代作品固然好,但十七、八世纪的文学经典也无妨。而口译内容则不然,一般与当时的时局政策紧密相关,国内外大事要闻、国策与国际关系等方面内容多为口译内容。所以一部口译教材的内容是否能紧跟形势、反映国内外热点问题,即是否具有时代性,也是衡量它的一个重要标准。其政策性是否强,教材所提供的练习及译文是否具有权威性也十分重要,因为它是保证翻译质量的一个关键。在这方面,我也十分欣喜地注意到,冯建忠教授的口译教程给予了格外关注。他不仅把我国的一贯性政策列为相关单元的内容,同时也注意把一些新的政策或随形势变化的内容作为重点给予突出,充分体现了鲜明的时代性。

此外,该书十分注意实用性,有较强的针对性。这部口译教材以实践为主,具有明显的实用性。在此方面,冯建忠教授有多年的口译工作经验和口译教学经验。他深深体会到,口译时处理好长期记忆与工作记忆之间的关系至关重要,提高短期记忆的效率是顺利进行口译的一个重要环节。他认为仅仅在教材中提供一些相关词汇和短语是远远不够的,而必须把这类词汇、短语按照实际工作的需要组织成表达法甚至句子,以方便译员,使他们在具体工作中只需做简单的调整便可套用。

此外,对于口译中经常遇到的一些难题,如习语、数字、倍数简略语、中餐菜谱、职务职称等的翻译,冯建忠教授也进行总结梳理,提供窍门捷径,以提高口译速度与质量。

总之,这是我所见到的诸多口译教材中十分优秀的一部。我相信它必定会对我国口译教学做出应有的贡献,也会受到使用者的欢迎。

作为一名年轻的学者,任重而道远,我国的口译理论领域尚待开发,衷心希望冯建忠同志在今后的日子在这方面也能取得开拓性的成就。

吕俊

2002年2月于金陵龙江寓所

前 言

随着我国改革开放的深入发展,我国的国际地位日益提高,在国际事务中的作用也日益扩大。2001年9月北京申奥成功和11月我国正式加入世贸组织这两件大事,标志着我国的改革开放进入了一个新的历史发展阶段。中国正在迅速崛起,中华民族正满怀信心地走向世界。与此同时,我国的国际交往和合作正在大幅度增加,社会急需大批高质量的口译人材。培养人材,教材是关键。目前,我国教材市场缺少一部全面反映21世纪我国在政治、经济、社会、文化、科技、军事等各方面现实和政策的口译教材。《实用英语口语教程》正是为了填补这方面的空白而编写的。本教程严格遵循“教育要面向现代化、面向世界、面向未来”的指导思想,以《高等学校英语专业英语教学大纲》的要求为依据,紧密联系口译工作的特点、程序和实际需要,力求科学设计口译学员所需的知识结构和整体素质,立足从严、从难、从实际出发,努力培养学员坚实的政治基本功、语言基本功和知识基本功,着眼于学员的实际运用能力,使学员能尽快胜任外事口译工作。

在内容方面,本教程从我国的现实生活出发,以译员必备的口译技巧和口译工作中经常碰到的热门话题为主线,着重反映自改革开放以来,特别是进入新世纪以来,我国政府在一系列问题上的方针政策。教程既有口译技巧,又有口译实践,结构完整,选材广泛,内容丰富,兼备口译教材和实用工具书两大功能,融通用性、政策性、知识性、实用性和趣味性于一体,具有强烈的时代气息,较好地体现了口译教学的规律和口译工作的特点。

全书近百万字,分22个单元。前3单元为基本技巧部分,着重介绍口译笔记、数字口译和习语口译的方法,每单元均配有大量的相关练习。后19单元为专题部分,着重介绍外事接待、我国的外交政策、政治制度、港澳台问题、西藏问题、人权、经济、外贸、环保、观光、旅游、教育、文化、人口、医疗、体育、民族和宗教、高科技、国防等专题。每单元一般由背景知识、讨论题、表达法、口译练习、功能技巧或实用知识以及练习参考译文等六个部分组成。背景知识部分主要介绍中国在有关方面的现状以及我国政府的方针政策,目的在于帮助学员掌握有关话题的总体情况,增强感性认识,培养学员做译前准备的意识和习惯,同时,避免因只做孤立的口译练习而出现的见树不见林的缺陷。讨论题旨在帮助学员掌握有关话题的基本信息,锻炼学员分析能力、综合归纳能力和口头表达能力,同时培养学员预测口译场合会谈双方讨论内容的能力和习惯。表达法部分收列了学员在练习中以及在实际口译工作和对外交流中经常碰到的、与专题直接或间接有关的概念和表达法,旨在帮助学员增加词汇量,熟悉有关表达法,同时培养学员强记词汇和表达法的能力,养成平时收集、积累表达法的习惯,以便在实际口译工作中能够得心应手。由于该部分还包含有句子类型的表达法,因此也可以把它看作是一种初级的口译练习。口译练习是本教程的核心内容,目的是使学员通过系统的口译训练,逐渐掌握连续翻译的能力,同时熟悉有关话题的热点问题、常用词句以及有关人士的演讲风格。练习以汉译英为主,同时兼顾英译汉。绝大部分练习为真实材料,主要形式是领导人发言、记者采访、记者招待会和中外人士的谈话等,大部分材料是1999年,特别是2000年以来中英文报刊和网站刊登的有关部门权威人士的发言和谈话。功能技巧部分收集了学员在口译中常用的一些功能项目和技巧(如缩略语翻译法、中餐菜谱翻译法、中国技术职称翻译法等),旨在帮助学员掌握某些专项翻译方法。实用知识部分着重介绍外事工作者经常用到的一些百科知识(如世界主要通讯社、世界主要航空公司、中医知识等),目的是拓宽学员的知识面。参考译文供学员对照参考或自学之用。为了克服学员课前和课中翻看参考译文的弊病,编者特意在背景知识部分安排了许多领导人发言和记者招待会等可用以口译的材料,以增加口译教师的选择余地。

本书的主要使用对象为全国各大院校英语专业高年级学生和硕士研究生,也可供从事口译、外事、外贸、旅游、对外联络、军事外交等涉外工作人员、外语教师以及有一定基础的英语爱好者自学使用。鉴于本书内容比较丰富,使用单位和个人可根据实际需要和学生的水平与特点作一定的取舍,教学方法也可灵活掌握。

本教程已在解放军国际关系学院英语专业高年级学生中连续使用近十年,受到有关师生的普遍好评和欢迎,并在全国众多大专院校和外事部门中产生了相当大的影响。

在本书编写过程中,笔者得到解放军国际关系学院各级领导和广大师生的关心和支持。端木义万教授、陈开顺教授、薛洲堂教授、王喜六教授、杨晓荣教授、赵璞教授和南京理工大学的胡问安教授等提供了宝贵的建议和支持。戴健、周评、刘历彬、毛继光、李鳞和吴彤等同志给予了积极帮助,其中戴健同志提供了本书第8单元口译练习的中文材料、第16单元练习的中英文材料以及部分表达法。陆树明教授在百忙之中对大部分书稿作了认真细致的审校。本书承蒙中国英汉语比较研究会副会长、南京师范大学吕俊教授热情作序。在此,笔者一并向他们致以衷心的感谢。

本书参阅了国内外出版的大量有关资料,主要参考文献目录附于书末。在此,谨表示诚挚的谢意。

由于笔者水平有限,经验不足,加之时间仓促,教程涉及面广,中国特有事物及新事物偏多,疏漏不妥之处在所难免。笔者愿抛砖引玉,求教于大方,恳请广大专家和使用批评指正。

冯建忠

2002年2月18日于南京

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Unit 1

Note-taking in Interpreting
口译笔记

I. Necessity of Learning Note-taking

Note-taking is a basic skill that is of utmost importance to aspirant interpreters and deserves our foremost attention. We know that it is easy for an interpreter to speak from his/her memory when the speaker pauses after every one or two sentences. But if the speaker, in his/her attempt to make his/her ideas complete and coherent, keeps speaking for 5 or even 10 minutes without any pause, which frequently happens on many occasions, the interpreter can hardly expect to remember all the things that are mentioned. This is particularly true in cases where the speaker abruptly refers to a long series of figures or a long list of names and places. It is obvious that, without the help of notes, one can hardly avoid misinterpreting or leaving out important information. To supplement short-term memory and reduce the burden of the brain, it is necessary to resort to notes. Nothing but notes can help an interpreter overcome the limitation of human memory.

However, taking notes is by no means an easy job. The fact that taking notes diverts attention and interferes with listening poses the first obstacle. The second problem is that untrained interpreters are often at a loss what notes to take and how. Thus, to learn note-taking well, we must, first of all, know some special features governing the acquisition of this basic skill.

II. Distinct Features of Note-taking in Interpreting

Note-taking is essentially different from shorthand (速记) in that the latter employs a completely different system of symbols which need to be deciphered themselves. In interpretation, however, an interpreter can hardly afford the time to make the transference between the symbols taken and the actual words or meaning they represent. Thus it is obvious that shorthand is impractical for oral interpreters. Note-taking, on the other hand, provides the best solution to the problem of speed and accuracy. In note-taking, interpreters try to jot down the key words of a speech with simple characters, words or symbols at the fastest speed possible. The purpose of taking notes is to enhance the short-term memory of an interpreter and to remind him/her of the relevant content at the sight of the notes.

The notes taken are meant to be used immediately and exclusively by the interpreter himself/herself. In other words, they are not intended for others to read or for the interpreter himself/herself to use when the interpreting is over. So it is absolutely unnecessary as well as impossible to write down every word. In fact, if an interpreter spends too much time taking notes, he/she won't be able to have sufficient time to ponder over the actual interpreting. In this sense, the importance of note-taking should not be overemphasized. At any time and under any circumstances, an interpreter should focus his/her attention on listening and comprehension, trying to grasp the central ideas, sometimes from illogical or ill-organized speeches. He/She must then reorganize the thoughts on the basis of correct understanding.

Interpreters differ in their ability to take notes. Some interpreters may have exceptionally good

memory, some may be particularly familiar with the subject matter in a particular field, and some others may have better skills in note-taking. Needless to say, the content and symbols jotted down vary with individual interpreters. It is, therefore, not advisable for a beginner to copy mechanically a system of notes used by other interpreters. Only through practice can he/she expect to develop a system of notes of his/her own.

III. Suggested Language to Be Used in Note-taking

There is no absolute rule on whether the notes should be taken in the target language or the source language. It depends on the preference of individual interpreters. While some people prefer to take notes in the target language, others may find it much more convenient to use the source language. In reality, however, interpreters tend to use both languages interchangeably. Whatever an interpreter's preference is, the only rule is "quick, clear and accurate". For instance, on hearing the Chinese character "我", we find it much quicker to write "I" than its Chinese equivalent "我", which involves many strokes. The same is true of "中国人民解放军" and "中华人民共和国", which can be much more easily represented by their English initials "PLA" and "PRC" respectively. But when it comes to the English phrase "between our two countries", it is doubtlessly more convenient and timesaving to use Chinese. Thus the phrase can be written as "2□间".

IV. Suggested Ways to Take Notes

An interpreter should not take notes indiscriminately. He/She should, first of all, make a logical analysis of the original speech so as to follow the speaker's flow of thoughts. Then he/she should try to catch the key words which contain the message of the speech. He/She should write words or symbols sparingly and take notes in a way that each word or symbol represents a key word or a sense group. Very often, one or two letters of a key English word or one character of a sense group in Chinese is enough to help the interpreter remember the original sentence. As a rule, he/she should omit certain sentences or phrases which are not essential to the main ideas and concentrate on the important sentences or phrases which give most information. Special attention should be given to personal names, places, figures, time, and the names of organizations. For example, "中国的对外政策是一贯的,有三句话,第一句话是反对霸权主义,第二句话是维护世界和平,第三句话是加强同第三世界的团结和合作,或者叫联合和合作。" In note form, the whole sentence can be put into:

中 f.p. 一贯; 3 句。
1) 反 h 2) 维 p
3) ↑ 团 & co./联 → 3rd W. //

As long as the original speech can be recalled through the notes, the number of words should be reduced to a minimum.

It is also necessary to point out that an interpreter should try his/her best to remember the beginning and the end of a speech. It is quite likely that when a long speech comes to an end, the interpreter fails to recall how the speaker began or ended his/her speech. Transitional words or phrases such as "but", "so", "if" and "as long as" are of special importance in indicating the logical relationship between different sense groups and helping interpreters remember what has been said. Therefore, they should be jotted down carefully. In order to facilitate note-taking, we might as well use some simple words to stand for various groups of transitional expressions. For example, we may

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实用英语回译教程·回译笔记

Format 2

_____ //	_____ //
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_____ //	_____ //

VI. Suggested Symbols and Abbreviations to Be Used in Note-taking

Symbols are often used by interpreters because of their convenience and easy association, both in sound and shape, with the words spoken or the meaning expressed. Therefore, they are recommended to aspirant interpreters. But they should not be excessively used or created on the spot, because they may cause confusion or fail to help one remember the meaning expressed.

1. The Arrow “→”

This is probably the most useful of all symbols. It can represent quite a lot of meanings.

An arrow pointing to the right (→) may stand for “出口”, “输出”, “打入”, “出国”, “到达”, “前往”, “派遣”, “交给……”, “屈服于”, “运往”, or “导致” (“export to”, “enter”, “arrive in”, “lead to”, “present to”, “give to”, “submit to”, “result in”, “send to” or “cause”).

When the arrow points to the left (←), it may indicate “来自”, “源于”, “进口”, “收到”, or “回归/到” (“come from”, “originate in”, “import from”, “receive from”, or “come back to”).

An upward arrow (↑) can mean “增长”, “扩大”, “提高”, “发展”, “升起”, “加强”, “上涨”, “发射”, “起飞”, “升空”, “提拔”, or “晋升” (“grow”, “expand”, “develop”, “rise”, “go up”, “strengthen”, “increase”, “improve”, “launch”, “ascend”, “skyrocket”, or “promote”).

A downward arrow (↓) may carry the meaning of “向下”, “轰炸”, “跳水”, “下跌”, “下降”, “减少”, “恶化”, “降职”, or “削/裁减” (“drop to”, “bomb”, “jump”, “decrease”, “descend”, “go down”, “deteriorate”, “demote”, or “reduce”).

2. Mathematical Symbols

Mathematical symbols such as “+”, “-”, “>”, “<”, “=”, “≠”, “∴”, and “∵” are very simple but precise.

“+” may stand for “加上”, “另外”, or “除此之外” (“plus”, “and”, “in addition to”, or “furthermore”).

“-” may stand for “减去” or “缺乏/少” (“minus” or “lack”).

“×” may stand for “不对的”, “错的”, “坏的”, “不好的”, or “臭名昭著的” (“incorrect”, “wrong”, “bad”, or “notorious”).

“>” may stand for “大于”, “好于”, “超过”, “优于”, or “越来越” (“greater, larger or more than”, “better than”, “surpass”, “superior to”, or “more and more”).

“<” may stand for “小/少于”, “不如”, “次于”, or “逊色” (“smaller/fewer/less than”, “worse than”, or “inferior to”).

“≥” may stand for “多/大于或等于” (“more than or equal to”).

“≤” may stand for “少/小于或等于” (“less than or equal to”).

“=” may stand for “等于”, “相当于” or “是……的对手” (“equal to”, “equal”, “the same as”, or “a match/rival/competitor for sb.”).

“≠” may stand for “不等于” or “不是……的对手” (“not equal to” or “no match for”).

“≈” may stand for “大约” or “左右” (“approximately”, “around”, or “or so”).

“∴” may stand for “由于” or “因为” (“as”, “because”, “owing to”, “due to”, or “thanks to”).

“∵” may stand for “所以”, “因此”, “因而”, or “结果” (“consequently”, “so”, “therefore”, or “as a result”).

3. Punctuation Marks

The colon “:” may be used to indicate “说/讲”, “告诉”, “认为”, “宣称”, “声明”, “抗议”, “譬如……”, or “象……” (“say”, “speak”, “tell”, “declare”, “protest”, “such as” or “like”).

The question mark “?” may be used to indicate “问题”, “疑问” or “问” (“question”, “doubt”, or “ask”).

The full stop “.” may be used to indicate “观点”, “意见”, “主意”, “论点”, or “难点” (“viewpoint”, “opinion”, “idea”, or “difficult point”). For example, “我想说几点意见” can be put into “I: 几.”. This symbol can also express different time concepts. When placed before or after a particular time word, it may indicate “last” or “next”. For example, “去年” can be written as “.y”, “前年” as “..y”, “明年” as “y.”, and “后年” as “y..”. This rule can also be applied to “month” and “day” (e.g. “上个月” can be represented by “.m”, “下个月” by “m.”, “昨天” by “.d”, “前天” by “..d”, “明天” by “d.” and “后天” by “d..”).

The exclamation mark “!” can be used to draw attention.

The elevated dash “—”, the comma “,” and the apostrophe “'” can be used to replace figures. A single dash (“—”) above or a single comma (“,”) after a relevant figure may stand for a group of three zeros (“000”), and two elevated dashes (“=”) or two commas (“,,”) for a group of six zeros (“000,000”). For instance, “85,000” can be written as “85̄” or “85,,”. When writing down years, we can omit the first two digits by using “'” in front of the last two digits. For example, “1992” can be shortened to “'92”.

The brackets “()” may stand for “包括”, “在……之中/内”, “封闭”, “闭关自守”, or “禁闭” (“in”, “including”, “within”, “among”, “inside”, or “seclusion”).

4. Other Symbols

“√” may stand for “正确”, “对”, “好”, “肯定”, “有名”, “著名”, “同意”, or “支持” (“correct”, “good”, “affirmative”, “certain”, “well known”, “famous”, “agree”, or “support”).

“°” may stand for “人” (“person” or “people”), because the symbol somewhat resembles a person's head. It can be put at the upper right-hand corner of a word, letter or symbol to indicate a particular category of people or a particular sort of person. For example, “中国人” can be written as “中°”, “美国人” as “US°”, and “经济学家” as “经°”.

“☆” may stand for “最佳的”, “杰出的”, “优秀的”, “重要的”, or “榜样” (“best”, “outstanding”, “excellent”, “important”, or “model”).

“Λ” may stand for “领导” or “管理” (“lead” or “manage”). Thus, “领导人” or “管理者” can be written as “Λ”.

“⊙” may stand for “会议”, “研讨会”, “开会”, “讨论”, or “谈判” (“meeting”, “seminar”, “meet”, “conference”, “discussion”, or “negotiation”), because it looks like a round table at which meetings are held.

“U” may stand for “协议”, “协定”, “条约”, or “合同” (“agreement”, “accord”, “treaty”, or “contract”) because it resembles a goblet or glass which is invariably used for celebration whenever an agreement is reached. Hence, “双边协议”, “三边协议”, or “多边协议” can be written as “U”, “U”, or “U” respectively.

“□” may stand for “国家” (“country”, “state”, or “nation”).

“J” may be used after certain verbs to express “过” or “了” so as to avoid possible confusion in tense.

“[” may be used before certain verbs to express future actions.

“&” may stand for “和”, “与…一起”, or “陪同” (“and”, “together with”, or “accompany”).

“#” may stand for the end or conclusion of a certain activity. For example, when you hear “我的讲话完了”, you may write “#” to indicate that the speech has come to an end.

“~” may stand for “交流”, “交换”, “替代”, or “相互” (“exchange”, “replace”, “mutual”, or “each other”).

“Σ” may represent “总和” or “总数” (“total”, “the total sum”, or “totally”).

“//” may stand for “停顿/止” or “终止” (“stop” or “halt”).

“☺” may stand for “高兴” or “欣喜” (“happy”, “glad”, “pleased”, “delighted”, or “overjoyed”).

“☹” may stand for “悲哀” or “遗憾” (“sad” or “regretful”).

“△” may stand for “代表” (“on behalf of”).

“><” may stand for “对立” or “冲突” (“confrontation” or “conflict”).

5. Symbols for Emphasis

Emphasis can be achieved by using horizontal lines under a particular word or phrase. Two lines stand for the superlative. For example, “to exert great pressure” can be rendered as “pressure”, and “取得了最佳的成绩” as “成绩”.

6. Symbols for Negation

Negation is frequently encountered by interpreters, so it is advisable to find a symbol to express it. We may use “x” to stand for negation. For example, “不出售” can be expressed as “xsell”.